
















# Listening Grid Activity (*Ir + a + lugares*)

Distribute a copy of the grid to each student. The speaker says his/her name, then makes a sentence using the elements provided. The other students in the class record the name of the speaker, and then indicate which items the student mentioned in his/her sentence (either with Xs or by writing the words). The teacher debriefs the activity with questions such as, “¿Quién va al . . . ? ¿Cuántos van a la . . . ? ¿Adónde va DeAndre . . . ? ¿Van juntas Marisol y Ashlyn a la corrida de toros?”

Me llamo . . .								
Voy al . . . Voy a la . . .								
Marisol	al acueducto			a la catedral				a la corrida de toros
DeAndre		al banco			al cine			
Ashlyn			a la biblioteca			al estadio de fútbol		

# Listening Grid Activity (*El presente del subjuntivo + los quehaceres*)

Distribute a copy of the grid to each student. The speaker says his/her name, then makes a sentence using the elements provided. The other students in the class record the name of the speaker, and then indicate which items the student mentioned in his/her sentence (either with Xs or by writing the words). The teacher debriefs the activity with questions such as, "¿Quién va al . . . ? ¿Cuántos van a la . . . ? ¿Adónde va DeAndre . . . ? ¿Van juntas Marisol y Ashlyn a la corrida de toros?"

Mis padres insisten en que yo . . .								
								
Darrius					pase la aspiradora		ponga la mesa	saque la basura
Talia		lave los platos				planche la ropa		